

INDIANA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

Library Collection Development Policy

Policy/Procedure O-52

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Media Center's Mission Statement:

The mission of ISBVI's Media Center is to meet the educational and recreational information needs of the entire student population regardless of age or ability level by providing reading materials, programming, and technology in accessible formats.

ISBVI's Mission Statement:

The mission of the Indiana School for the Blind and Visually Impaired is to serve as a benchmark for educating students who are blind or have low vision or are blind or have low vision with additional handicapping conditions, by guiding each student down his/her unique path to meaningful adulthood, through appropriate on and off campus learning opportunities and statewide outreach services that promote high standards of academic/vocational achievement, independent and healthy living skills, development of vision specific (expanded core curriculum) skills, use and application of technology, and respect for others.

Collection Development Statement:

Collection Development is an established process for the identification, selection, acquisition, and evaluation of library resources. It is the goal of the ISBVI library to provide a varied and diverse collection to meet the informational and recreational needs of its school community. The library strives to accomplish this goal within the context of its budget, vast amounts of available materials, diverse needs of its students and staff, and the changing technological environment.

The process of selection, utilizing established and trusted tools, based on the Indiana State Academic Standards and Expanded Core Curriculum, and ongoing, established mechanisms to gather staff and student input and to assess the library collections strengths and weaknesses, is at the heart of the library's collection development process. A planned and systematic process of weeding is crucial to maintain the value and integrity of the library collection and to the overall collection development.

Intellectual Freedom Statement:

Part of the mission of ISBVI's Media Center is to provide information for our entire student population which ranges in age from three to twenty-two. For a student to develop into a responsible citizen, he/she must have access to all sides of an issue, and he/she must be able to critically evaluate ideas and arguments. To obtain this vital skill, students need access to several different ideas and philosophies. To promote the critical thinking skills of our future citizens, we in the media center are committed to the idea of intellectual freedom and hereby adhere to the principles of the [*Library Bill of Rights*](#) (see Appendix A) and the [*Access to Resources and Services in the School Library Media Program: An Interpretation of the LIBRARY BILL OF RIGHTS*](#) (see Appendix B). Due to ISBVI's unique position as a school exclusively for students with disabilities, we also place a special

emphasis on recognizing the [*Services to Persons with Disabilities: An Interpretation of the LIBRARY BILL OF RIGHTS*](#) (see Appendix C).

The Collection Development Plan adheres to the *Indiana Content Standards for Educators: School Librarian* approved by the Indiana Department of Education (December 2010) which can be viewed at <https://www.doe.in.gov/sites/default/files/licensing/school-librarian.pdf>.

Library Users

The library at the Indiana School for the Blind and Visually Impaired (ISBVI) serves the staff and students, ages three through twenty-two, in grades preschool through twelve and functional skills. The primary handicapping condition is blind or low vision, however, over half have additional handicapping conditions.

Types of Materials and Formats in the Collection

The library provides recreational and instructional materials to all grades in all subject areas, fiction and non-fiction, and in various accessible print and non-print formats to support and ensure access by the student population.

The library collection consists of braille, large print, and regular print fiction and non-fiction materials, multimedia kits, manipulatives, magazines in braille, large print and regular print, professional journals, audio books, downloadable books, brailers, audio/visual equipment, and digital players from the Library of Congress, National Library Service for Blind and Physically Handicapped Readers.

The braille collection consists mainly of fiction and non-fiction in the English Braille American Edition (EBAE) code. The transition to the new Unified English Braille (UEB) code was begun in 2012 when the Braille Authority of North America officially adopted the UEB in the United States. EBAE braille materials will continue to be replaced as new UEB materials become available.

Library quality bindings are preferred, and large print with good contrast and print quality on non-glare paper, with a minimum of 16 point font size is optimal. Paperback books are not a preferred format due to the poor print and paper quality that causes print bleed through thus creating difficulty for our students and accessibility equipment to read.

Other Collections

The ISBVI library utilizes the collections of the Library of Congress' National Library Service for the Blind and Physically Handicapped through the Indiana State Library, Special Services Division.

It also utilizes the inter-library loan services of Indiana State Library's Share Program which allows us access to borrow materials from school, public, and academic libraries across the state.

Revision of the Policy

The Collection Development Policy will be updated and revised on an as needed basis.

Procedure for the Selection of Library Materials

The goal of the ISBVI school libraries is to implement, enrich and support the educational program of the school and to provide a wide range of materials on various subject areas, difficulty, and formats. The library will consider the following criteria for selection when considering materials:

- 1) Individual merit of selection
- 2) Popular appeal/demand
- 3) Suitability for student audience
- 4) Accessibility
- 5) Fit with library collection
- 6) Academic State Standards
- 7) Expanded Core Curriculum
- 8) Braille Code
- 9) Budget

There are several factors that can go into the selection of materials for a school library. There are thousands of books, audio, videos, etc. that are produced annually. The School Librarian, will utilize, but is not limited to, the following selection aides:

- Book reviews in professional journals
- Award lists geared towards the groups served by ISBVI such as the Caldecott, Newbery, Printz, Young Hoosier Book Award, Rosewater, Coretta Scott King, and so on
- Recommended title lists
- Materials on topics covered in the Indiana Academic Standards
- Materials that support the Expanded Core Curriculum
- Teacher/student requests that also meet the criteria for selection
- Collection analysis tools such as Follett's TitleWise which analyzes the online catalog to determine subject areas that have materials that are too old or lacking in number

The ISBVI library collaborates with instructional stakeholders, taking into consideration the varied interests, abilities, learning needs, learning styles and maturity levels of the students served. The library staff strives to provide materials for teachers and students based on their needs that encourage growth in knowledge, and that helps to develop literary, cultural and aesthetic appreciation, and ethical standards per the [American Library Association's](#) and the [American Association of School Librarians Division's](#) guiding principles and policies.

Suggestions from staff and students are always welcome outside of the established selection process, however, materials ultimately added to the collection will be based on established library selection policy and practice and will be judged on the work as a whole, and not in part or taken out of context.

ISBVI's Library recognizes that it serves a large age-range of students of varying physical and cognitive handicapping conditions. Library materials are put into sections based on what grade levels it is appropriate for. While students are not denied the right to check out materials of their choice, they are advised when the materials they have chosen may be too mature. Most students will not show an interest in books on subjects above their reading, comprehension, or maturity level.

ISBVI's Library also recognizes that young adult literature, in particular, can focus on difficult topics. The purpose is to provide students who live in less than ideal situations books that reflect their reality and the possible consequences of certain actions or inactions. Also, reading literature of this type can help other students develop empathy for people who are different from them. Part of an educator's job is to teach students that just because a curse word, violence, or sexual acts appear in a book does not mean that those things are appropriate to say or do. While some may have concerns with "children" reading these types of materials, teens are in the transition to adulthood and thus have "adult" concerns and interests. ISBVI's Library believes quality literature, film, and other materials can help students work through tough issues to assist in making a successful transition into adulthood. Selection of young adult literature will follow the approved library selection process.

Gift Policy

ISBVI's Library accepts and welcomes gifts and donations of new or gently used materials. However, the same criteria of selection, which guides the purchase or addition of new materials to the collection, will guide the acceptance of gifts. The librarian reserves the right to refuse a gift/donation or do with it as he/she sees fit. This may include cataloging and adding it to the collection, passing on to another agency or individual, or disposal. Once an item is gifted or donated, it becomes the property of ISBVI's Library. The weed policy will guide disposal of all contents of the collection, including gifted items.

Common reasons for not using a gift:

1. It does not meet our selection guidelines due to age-appropriateness.
2. It is in an outdated format.
3. It contains outdated information.
4. The materials are in poor condition.
5. The library already owns it.
6. It violates any laws, most commonly Copyright Law.

The library cannot assess the financial value of donated materials. However, the library can provide a list of donated items to the donor, if requested prior to processing.

Policy for Eliminating Materials

To maintain an up-to-date and useful collection, a librarian must eliminate or “weed” the collection on a regular basis. Materials are weeded for the following reasons:

1. Out of date information: While most books will have some useful information, it is important to only keep books that are completely up-to-date as students may not know the difference between the disproven and relevant information.
2. Disrepair: Some books are used so much that they fall into disrepair and need to be replaced.
3. Disuse: While the library strives to choose materials that will interest the students, sometimes purchases are not utilized. If materials do nothing more than take up space on the shelf, then it has no place in the library. Often these materials are removed and sent to new places where they are better used.
4. Outdated formats: Technology and literacy change, so sometimes materials need to be discarded because a new format has replaced it and equipment to use the format may be no longer available. The braille collection consists mainly of fiction and non-fiction in the English Braille American Edition (EBAE) code. The transition to the new Unified English Braille (UEB) code was begun in 2012 when the Braille Authority of North America officially adopted the UEB in the United States. EBAE braille materials will continue to be replaced as new UEB materials become available.
5. Depending on the reasons for disposal, library materials may be offered to teachers for classroom use, students, other agencies, or disposed of completely.

Challenged Materials Procedure

Sometimes a parent or member of the community may have a concern or complaint about library materials such as books, videos, magazines, or other instructional aides in the media center. To resolve the complaint, the following procedure will be applied:

1. All complaints to staff members will be reported to the principal.
2. The principal or media specialist will contact the complainant to discuss the concern and attempt to resolve it informally by explaining the policy and goals of the media center and school.
3. If the complaint is not resolved informally, the complainant will be given a copy of the "Materials Reconsideration Form" and the "[*Access to Resources and Services in the School Library Media Program: An Interpretation of the LIBRARY BILL OF RIGHTS*](#)." The "Materials Reconsideration Form" must be completed and returned before any actions or further considerations are given to the complaint.
4. In accordance with the challenged materials procedure, the materials up for reconsideration will not be permanently removed until a final decision is made. However, in extreme cases access to the materials may be temporarily restricted.
5. Upon receipt of the completed "Materials Reconsideration Form," a committee consisting of both principals, the assistant principal/guidance counselor, the media specialist, and four teachers (a teacher from elementary, intermediate, middle school and high school, one of which must be an English teacher) selected by the principals, will review the concern and make a recommendation. The superintendent will also be made aware of the complaint and given a copy of the completed "Materials Reconsideration Form."
6. A recommendation must be made at or before 30 days after the concern is first formally presented to the committee.
7. The principal will update and discuss the committee's recommendation with the superintendent prior to notifying the complainant.
8. The principal will inform the complainant of the committee's recommendation.
9. If the complainant is not satisfied with the committee's decision, he/she may appeal to the superintendent and/or school board.

Materials Reconsideration Form

Please fill out the form completely. When it is turned in to the principal, he/she will present your concern to the Materials Reconsideration Committee where the matter will be discussed. The members of this committee (primary and secondary principals, assistant principal/guidance counselor, media specialist, and four teachers) will consider the material in question and make a recommendation. The principal will report the committee's findings no more than thirty (30) days after the initial committee meeting to the complainant. If you have further questions, please call 317-253-1481.

Name _____ Phone _____

Address _____

Complainant represents: Self ____ Organization (name) _____

Material Request for Review:

____ Book ____ Video ____ Audio ____ Magazine ____ Electronic

____ Other, please specify: _____

Title _____

Author _____ Publisher _____

What brought this resource to your attention?

Is your objection to this material based upon your personal exposure to it, upon reports you have heard, or both?

Did you read, listen, or view the material in its entirety? Yes ____ No ____

Please list the specific portion(s) to which you object. List the page numbers, time stamp, or frame numbers where it can be found.

What is your specific complaint, and why do you find the material to be objectionable? You may attach a separate sheet if necessary.

What do you believe to be the theme and/or purpose of this material?

In what context (assignment, research, etc.) did you encounter this material? Please be as specific as possible.

What would you like our school to do about this material?

What material of equal literary value (and similar format) in this subject area or genre would you suggest if an alternate assignment or purchase is considered?

NO COMPLAINT WILL BE CONSIDERED UNLESS THIS FORM IS FILLED OUT COMPLETELY. Please turn the form into the principal and the matter will be reviewed and a recommendation rendered no more than thirty (30) days after the initial Materials Reconsideration Committee meeting.

Signature of Complainant

Date Submitted

Appendix A: Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Original found at: <http://www.ala.org/advocacy/intfreedom/librarybill>

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](#).

Appendix B:

“Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights”

The school library plays a unique role in promoting, protecting, and educating about intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library, the principles of the American Library Association’s *Library Bill of Rights* apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School librarians assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School librarians work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School librarians cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery.

Major barriers between students and resources include but are not limited to: imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and

access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school librarians to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008; and July 1, 2014.

Original found at:

<http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/accessresources.cfm>

Appendix C:

“Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights”

The American Library Association recognizes that people with disabilities are a large and vibrant part of society. Libraries should be fully inclusive of all members of their community and strive to break down barriers to access. The library can play a transformational role in helping facilitate more complete participation in society by providing fully accessible resources and services.

The Americans with Disabilities Act (ADA) defines a person with a disability as “a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such an impairment.”¹ As such, there is no all-encompassing list of disabilities. The category of a “person with a disability” includes a broad range of individuals with a diversity of abilities, identities, and appearances. This intersectional group shares a common experience of discrimination and encountering barriers to access.

Library staff should never presuppose a person’s limits based on disability. Libraries are committed to providing equal access to collections, services, and facilities for all library users. When this is not possible, reasonable accommodations and timely remediation should be employed to provide an equivalent experience to people with disabilities. Libraries should comply with all applicable laws, including the standards and requirements of ADA and state or local disability accessibility guidelines. Libraries should consult legal counsel to determine their responsibilities under law. The *Library Bill of Rights* articles are explicated below to focus on services to people with disabilities.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

Libraries should contain a diverse collection that highlights the perspectives of marginalized groups, including people with disabilities. Historically, these groups have not been treated equitably and it is the responsibility of the library to act in a legal, ethical, and inclusive manner to meet the information needs of all patrons.

In addition to including diverse perspectives in the library collection, the collection itself should be accessible to all users. All library resources, including its website and online resources, should be available in formats accessible to people of all ages and abilities.

Library administrators should educate themselves about technical and legal standards for digital accessibility, and manage staffing and resources to provide equal access. Library administrators should support librarians and technical staff to meet these standards through a combination of

professional development, planning for time needed to develop accessible library websites and other content, and outsourcing as needed.

Library administrators should also ensure that their institutions work closely with vendors to address accessibility concerns and that vendors provide reasonable timelines to remediate accessibility problems before the library agrees to license, subscribe to, or purchase a digital resource or product.

Access to materials should not be restricted by any presuppositions about information needs, interests, or capacity for understanding. Library staff should actively research and integrate existing and emerging accessible technologies and provide services to assist patrons when conflicts exist. The availability of these technologies and services should be marketed and available to all patrons. When libraries present information in formats that are accessible to all users, and do not limit access to physical facilities or virtual library structures, they eliminate barriers to information.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

Within their fiscal and physical limits, libraries should seek to add diverse voices on all topics to the collection, including the words and depictions of people with disabilities. People with disabilities are to be reflected in the collection not as a single group but as an intersectional part of the community, across age, race, gender, class, and orientation. In order to be inclusive, libraries must provide accurate, up-to-date, and representative materials in their collections to meet the information needs of their users. The collection should also preserve historic materials that reflect an accurate depiction of the progress toward inclusion and equality that has occurred within American society.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

Too often, acts of censorship silence the voices of those already marginalized. Libraries provide opportunities for all people to be heard, including those with perspectives that are voiced less often or less loudly. Library staff should not allow their personal and professional biases to dictate or inform services or resources. As stated in “Equity, Diversity, Inclusion: An Interpretation of the *Library Bill of Rights*,” “Libraries should counter censorship with inclusion.”²

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

As part of a commitment to free access, library staff should proactively reach out to individuals with disabilities, as well as advocacy and support organizations, to create formal or informal partnerships with them. This same model of partnership and communication should be used when planning programming, adding to the collection, and making physical modifications to library spaces. Library staff should include as many diverse segments of the community it serves as possible in every step of planning and implementation processes.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

A person's right to use a library should not be denied or abridged because of a disability, whether actual or perceived. Library staff should consider whether policies and procedures are inclusive of people of all abilities.

Physical access to the library should also not be a barrier to library use. Buildings should be accessible and when this is not possible, reasonable accommodations should be offered.

Libraries should provide training opportunities for all staff and volunteers. Training should include effective techniques for providing services for users with disabilities, as well for working with colleagues with disabilities. Libraries should adopt policies to ensure that people with disabilities have an opportunity to serve as members of the library staff, administrative units, and governing boards.

To be truly accessible to all, libraries should provide reasonable accommodations such as sign language interpreters, open captions during presentations, and audio description during programming when requested by users or attendees.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

If a library provides exhibit spaces and meeting rooms to its patrons, those spaces should be as physically accessible as all public areas are required to be. Examples of reasonable structural modifications include automatic doors, handrails, elevators, ramps, and clear travel paths. The library should also provide accessible tables, desks, restrooms, and parking. Information on the physical facility must be included on the library's website in an accessible format.

The *Library Bill of Rights* states, "All libraries are forums for information and ideas."³ By working to remove barriers to access, libraries promote the full inclusion of people with disabilities into society.

[“A Guide to Disability Rights Laws,”](#) U.S. Department of Justice, July 2009.

1. [“Equity, Diversity, Inclusion: An Interpretation of the *Library Bill of Rights*,”](#) adopted June 27, 2017, by the ALA Council.
2. [Library Bill of Rights](#), adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of “age” reaffirmed January 23, 1996.

Adopted January 28, 2009, by the ALA Council under the title "Services to Persons with Disabilities"; amended June 26, 2018.

Original found at:

<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/servicespeopledisabilities>

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